

OER Workshop

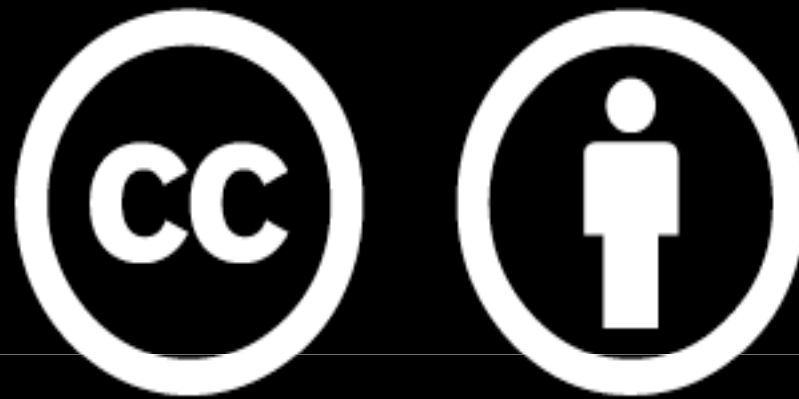


Rory McGreal
March 2014

"OER Chair: An open view"

Seminar on Open Education at the Universidad Carlos III de Madrid. The future of OERs and MOOCs:
UC3M joins UNESCO in promoting Open Education.

10 March 2014



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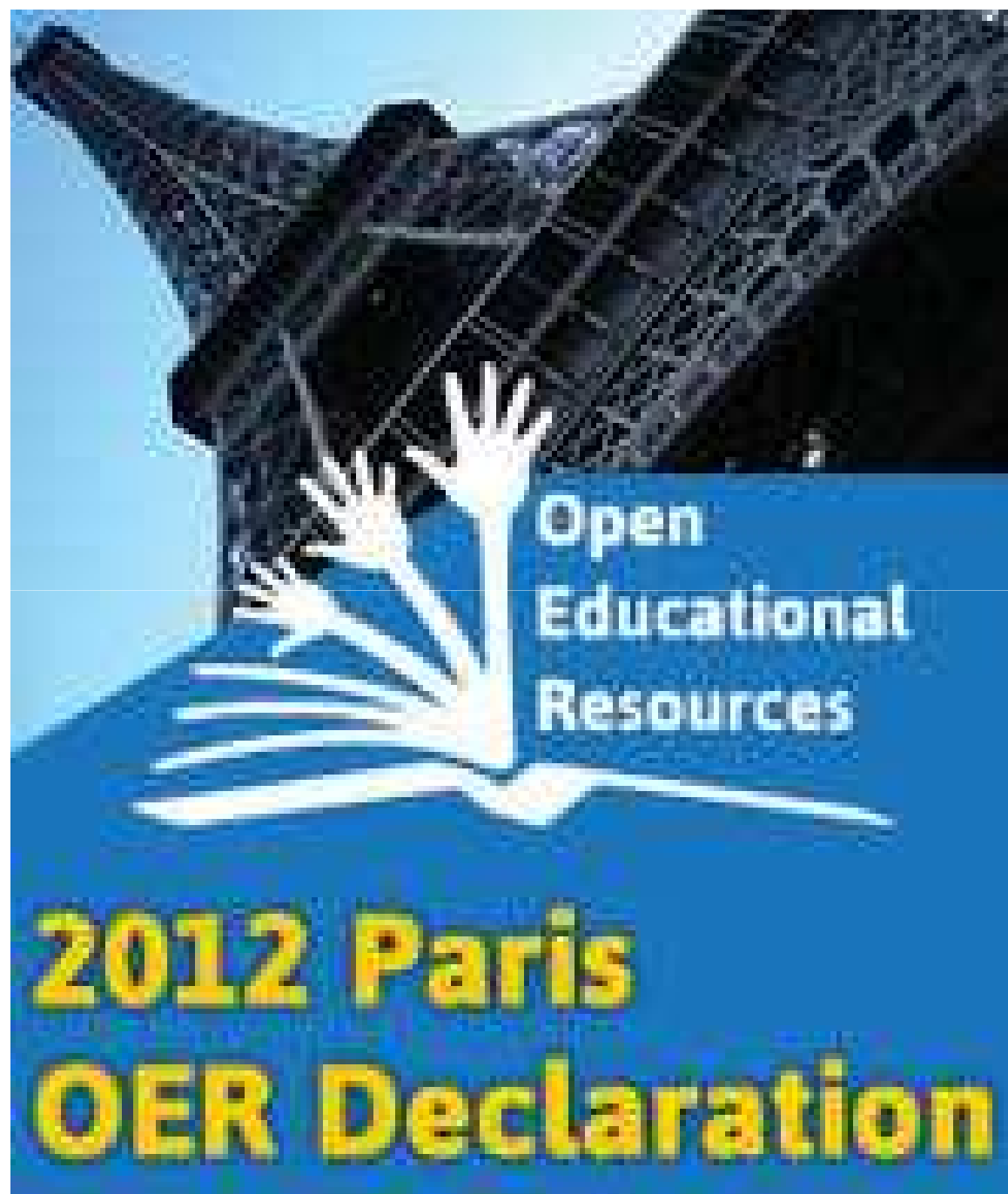
Toronto Sun





Alberta Diary

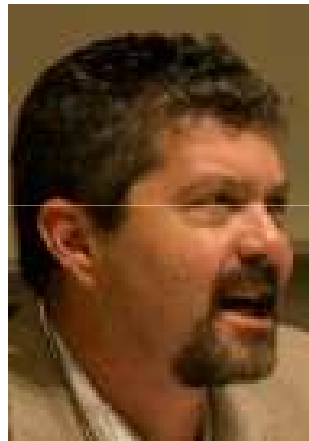
1. What are Open Educational Resources



UNESCO/ICDE Chairs in OER Partners



Rory McGreal
Canada



Wayne Mackintosh
New Zealand



Fred Mulder
Netherlands

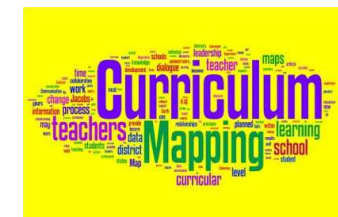


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OER



Changing OER

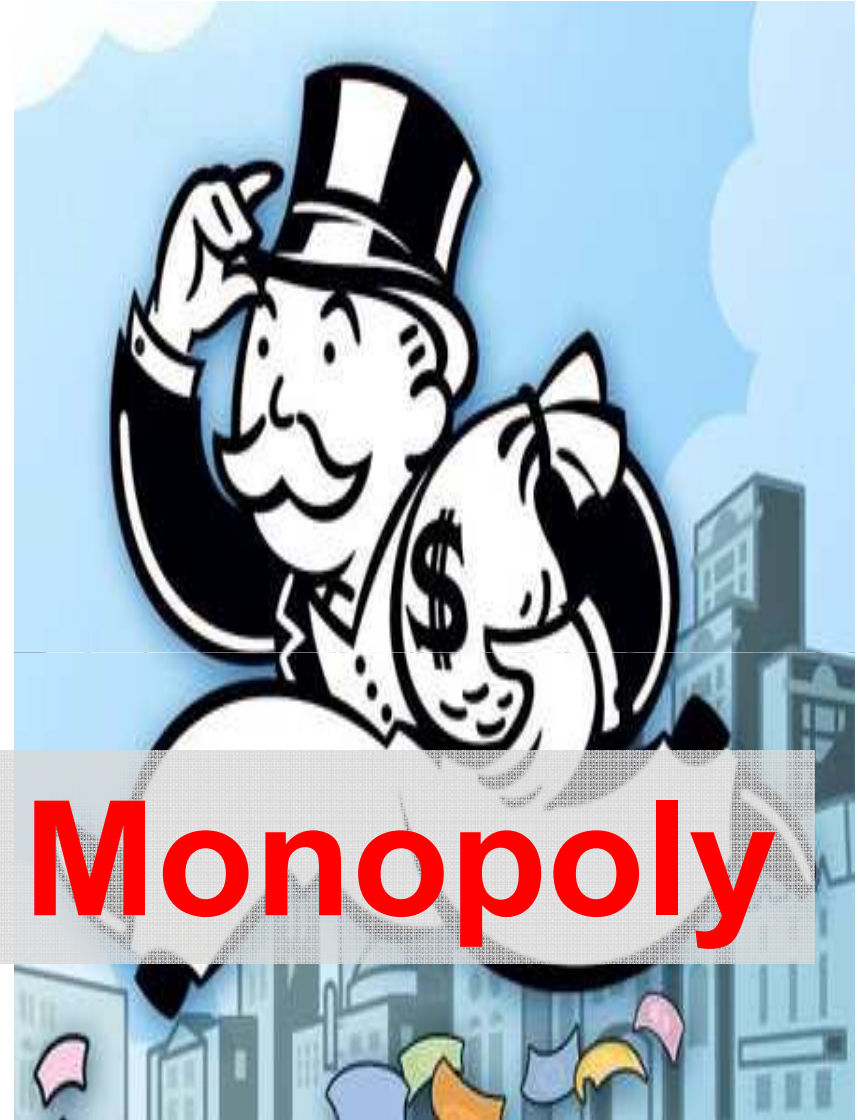
- **Mixing – a new resource**
- **Adaption – multiple contexts**
- **Extraction – remove assets**
- **Localisation – change to suit**
- **Translation - other language**
- **Reuse/Repurpose**



2. Are OER really free?

~~Intellectual Property~~

Privileged Monopoly



Intellectual Property ?

OR

a manifestation of government
intervention in social relations May



- imposing duties
- restricting freedom
- inflicting burden on users

Waldron

Cost considerations of OER

- OER are FREE
- No unnecessary duplication
- Sharing reduces costs of development
- Removes costs of copyright clearance
- Engages open communities



<http://cio-perspectives.com/wp-content/uploads/2009/02/cost-cutting.gif>
No License found

Ownership Models



- **Institutional**
 - Default under most 'work for hire' law
- **Shared**
 - Often unworkable
 - Tragedy of the anti-commons
- **Individual (academic)**
 - Rights of succession? Multiple authors?
- **Producers**
 - No enforcement of rights
 - (copyleft, public domain)

3. How open is an Open Licence?

OPEN LICENSING



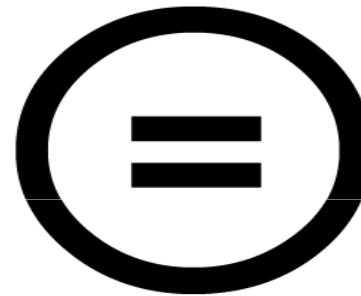


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Attribution



No derivatives

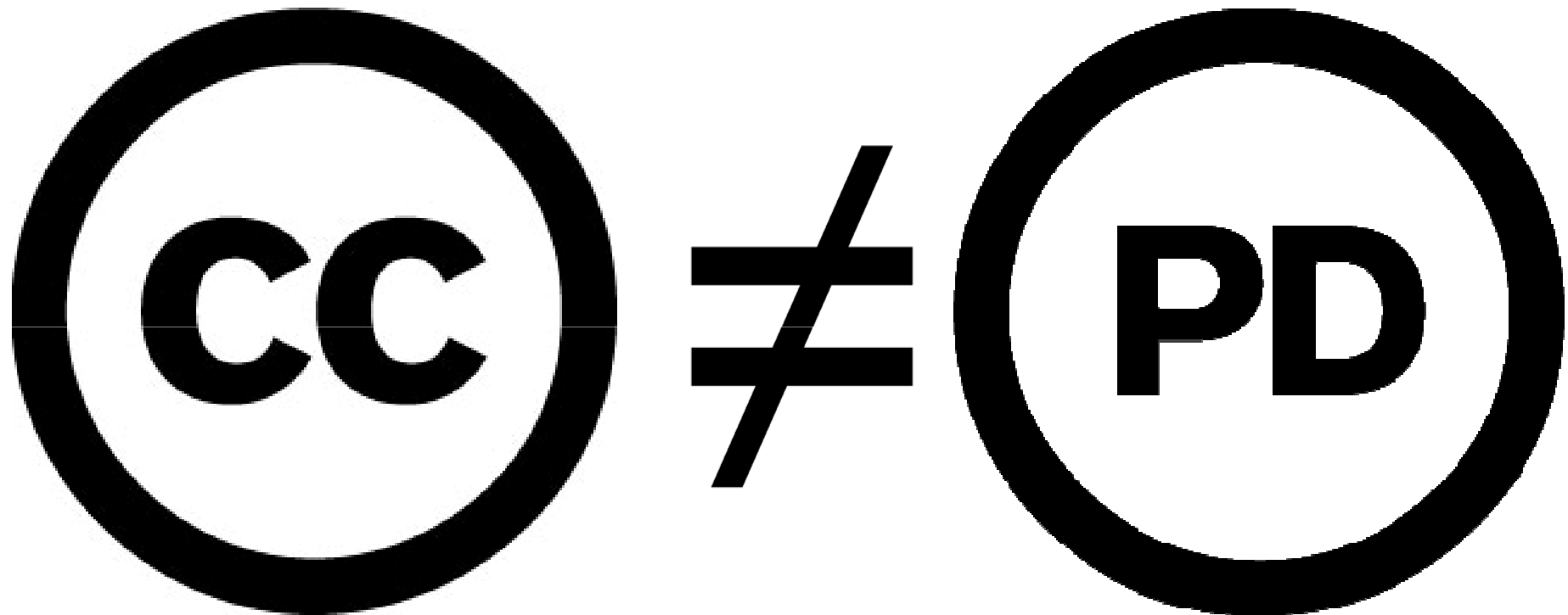


ShareAlike

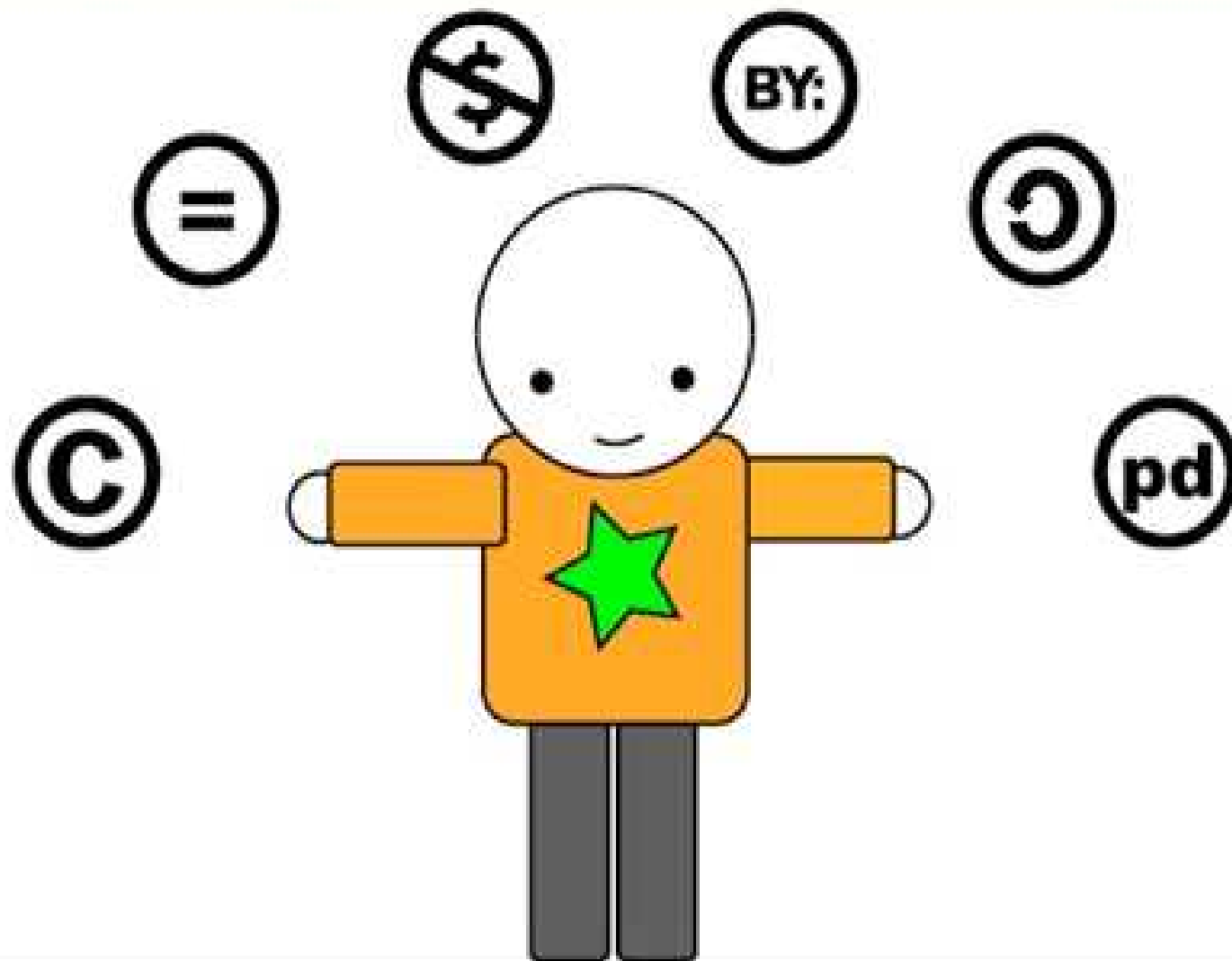


Non-commercial





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License

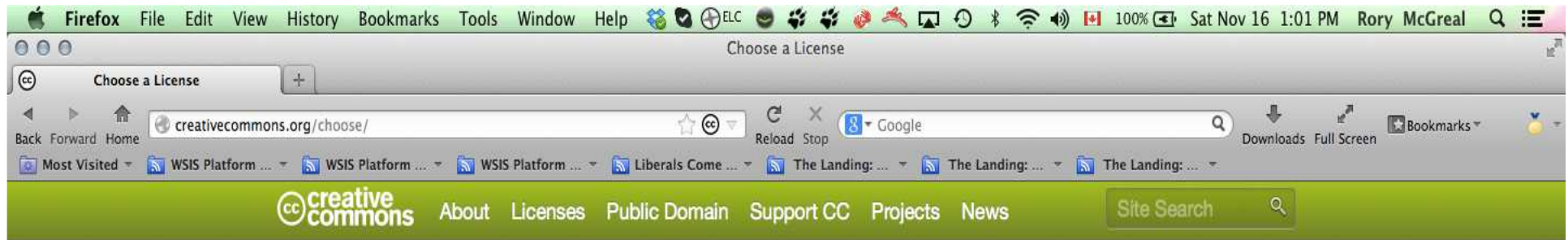
'Some Rights Reserved'



- **Attribution?**
- **Derivatives?**
- **Commercial Use?**



- **Avoids automatic copyright restrictions.**
- **For different countries, languages**
- **Licence generator (human, legal, machine)**
- **Others can copy or change without permission**
- **Authors rights; some freedoms restricted**
- **Attribution, Reuse, Commercial, Changes**



New to Creative Commons? [[Considerations before licensing](#)] [[How the licenses work](#)]

Explore the Creative Commons licenses. [[Want public domain instead?](#)]

- <http://creativecommons.org/choose>

License Features

Your choices on this panel will update the other panels on this page.

Allow modifications of your work?

☒ Yes ☐ No



☐ Yes, as long as others share alike

Allow commercial uses of your work?

☒ Yes ☐ No

Selected License

Attribution 3.0 Unported



5. OER & Quality?

Quality in comparison to What?



- **Subjective & context dependent**
- **Visibility improves quality**
- **Instructors choose content**
- **OER can be improved**



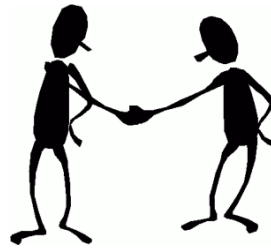
OER Quality measures

- brand or reputation
- peer review
- user ratings
- use indicators
- validation,
- self-evaluation



OER Quality measures

- Sharability
- Timeliness
- Reach (number of users),
- Usability (license restrictions),
- Accessibility.



OER Quality: Cost sharing

- Cost sharing



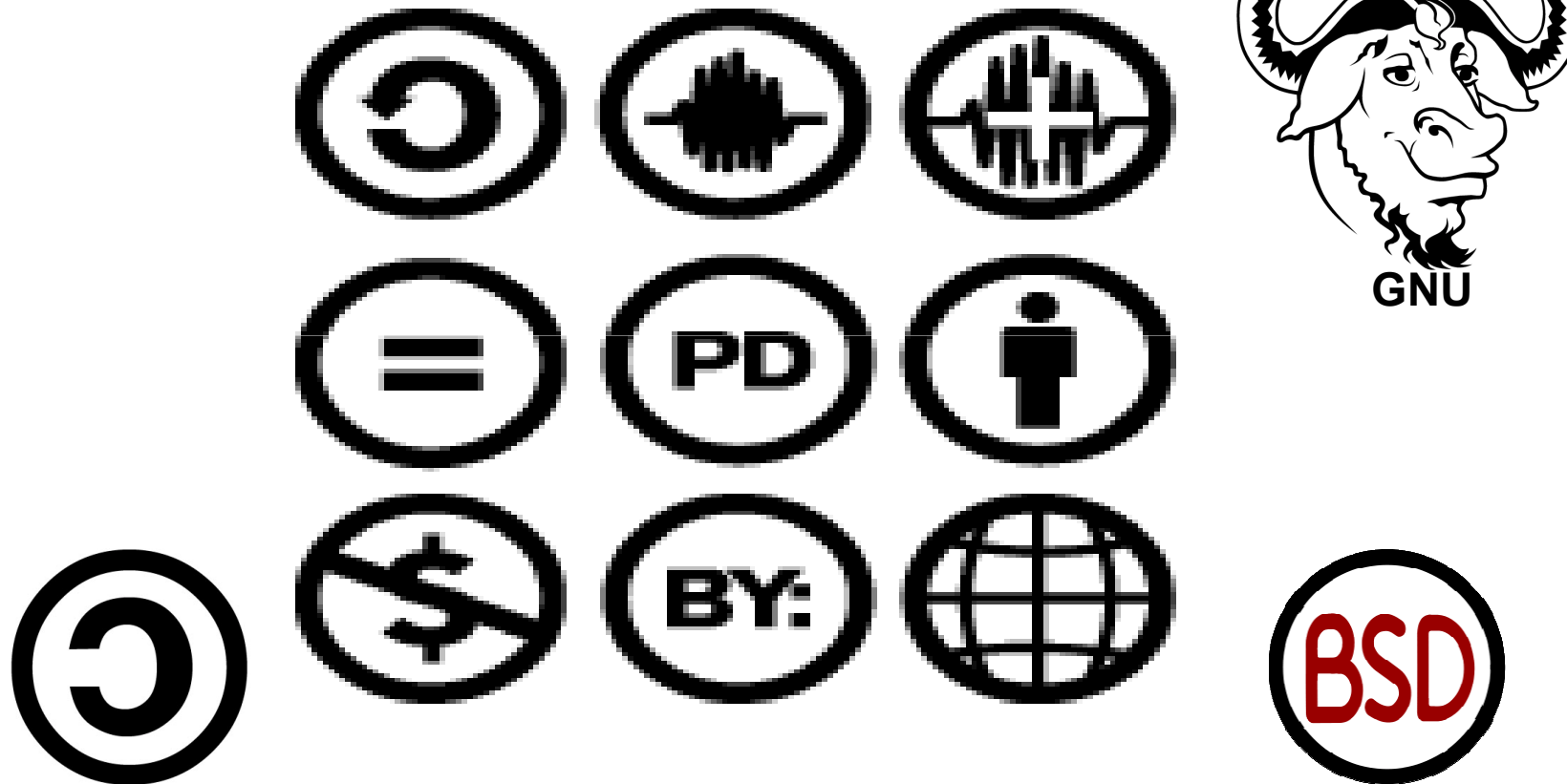
OER Quality: Timely Updating



OER Quality: Accessibility



OER Quality: Type of Licence



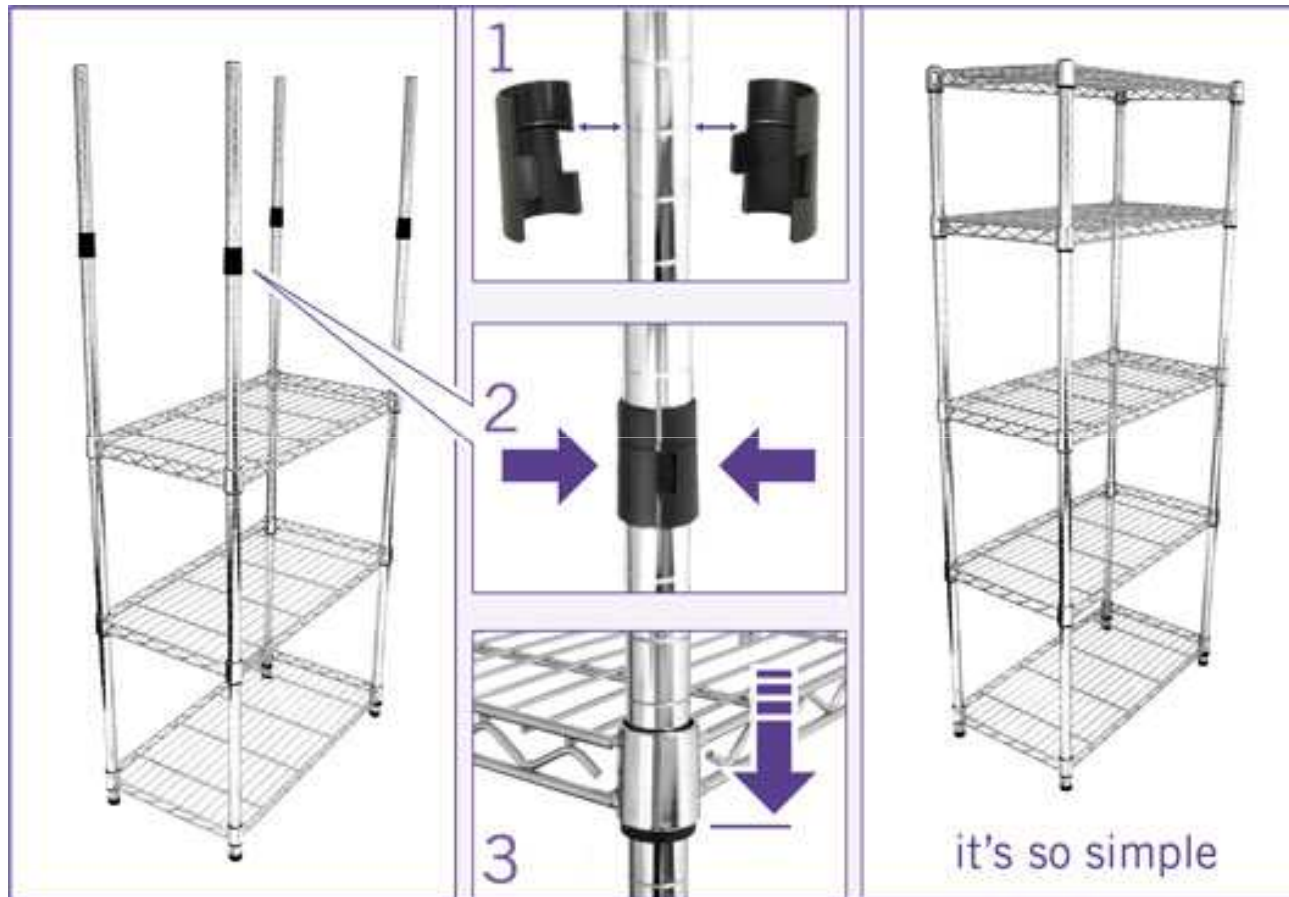
OER Quality: Number of Learners



20 or 2 million?

5. How can Education benefit from OER?

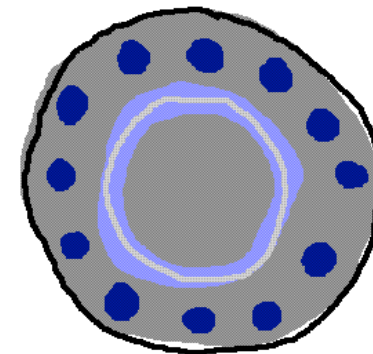
OER: Course Assembly



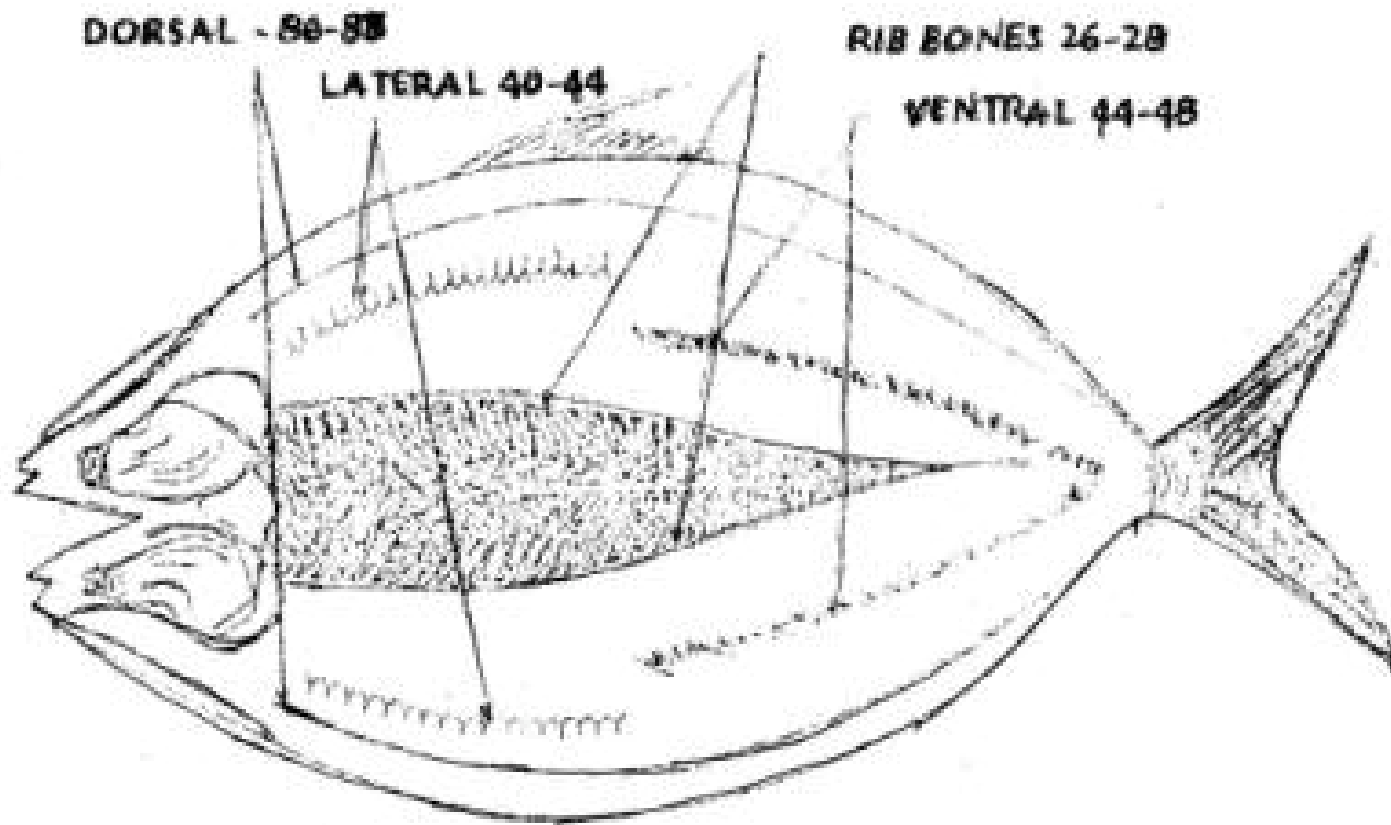
OER Assembly

**Don't design if you can
beg, buy, borrow, or steal**

Check what's already out there
Web sites, CBT, print, video



OER: Deboning



5. OER universitas

Why OERu?

Present systems are unsustainable.

Present systems are not scalable for global education.

We must find new more effective learning systems with higher quality.

OER will be part of this solution:

How many learners??

+30 institutions on 5 continents



The issue

Learners who access OER and acquire knowledge/skills cannot have their learning assessed and accredited

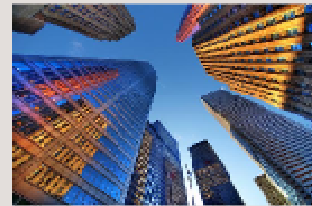


Why am I taking this course?

OER University Concept



Students awarded credible degree or credential



Participating institutions grant credit for courses



Open assessment from participating institutions



Open student support via "Academic Volunteers International"

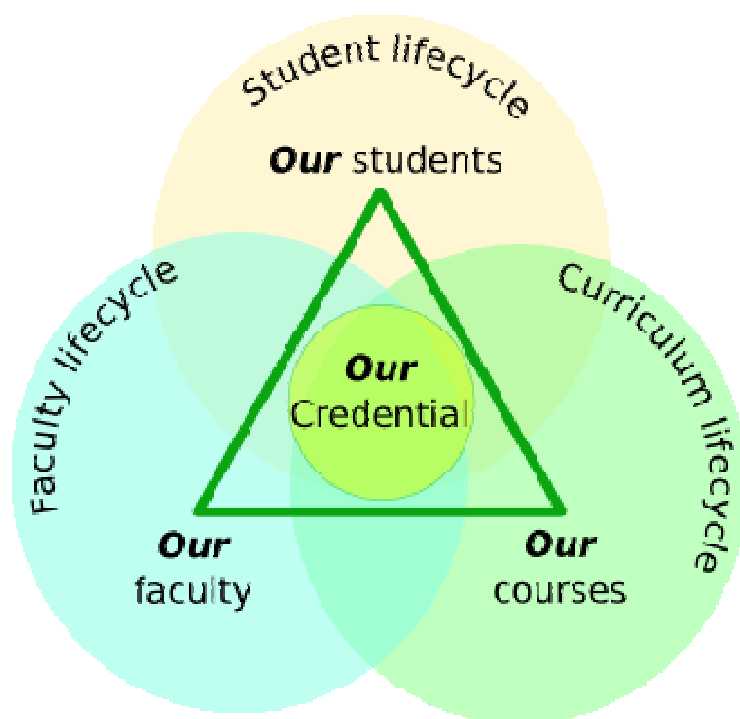


Learners access courses based solely on OER

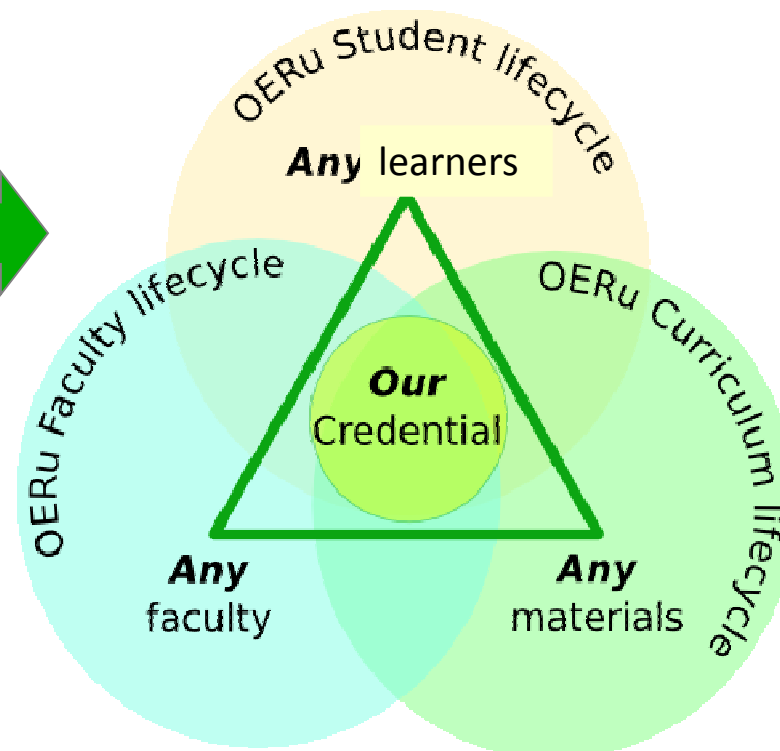


The view from an OERu partner

Traditional model



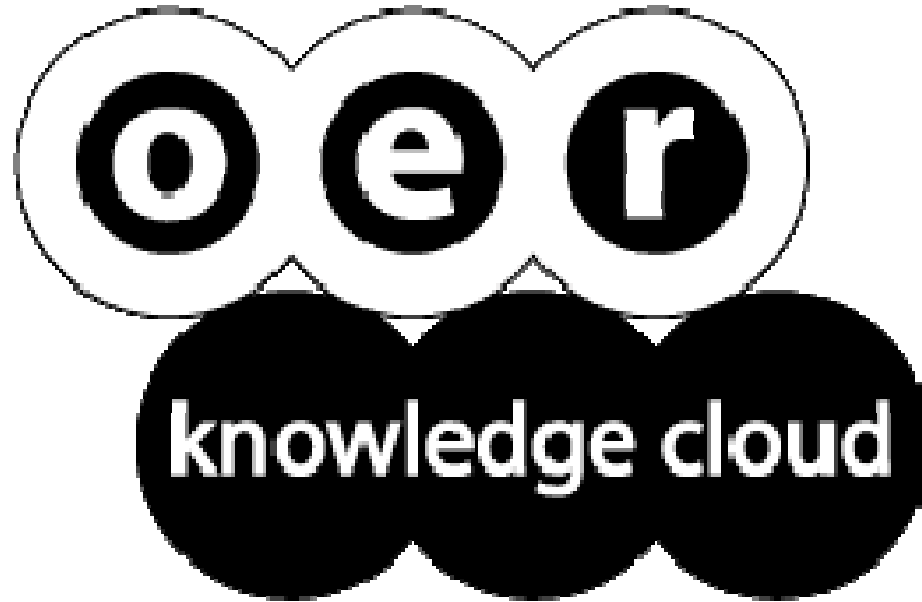
OERu model



Friesen & Murray

The mini-MOOC

OER: Successful Practices



<https://oerknowledgecloud.com/>



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair in
Open Educational
Resources



Open Universiteit
www.ou.nl



Edited by Janet Dwyer, Project Co-ordinator, O'Leary

Search

List Filter

Search

Keyword

Time

al Computer Science. 18(1), Retrieved from



6. Why OER and not commercial content?

Why OER?

Present educational systems:

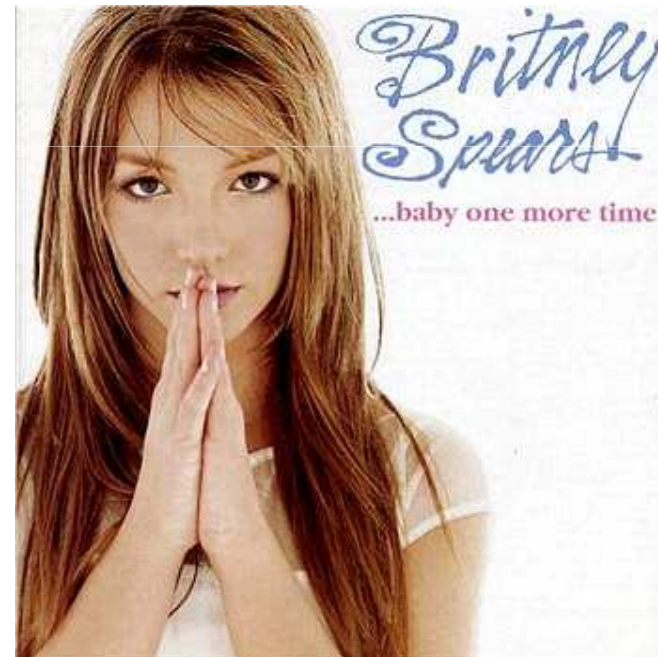
- NOT sustainable
- NOT scalable
- NOT cost-effective
- NOT high quality



OER will form part of any solutions

Amateur & Professional

- What makes sense for professionals does not make sense for amateurs
 - Lawrence Lessig



Does it make sense for educators?

Why not commercial content?

- DRM (digital rights management)
- Digital licenses

digital restrictions management?

DRM (Digital Rights Management)

You CANNOT

- **Copy & paste, annotate, highlight**
- **Text to speech**
- **Format change**
- **Move material**
- **Print out**
- **Move geographically**
- **Use after expiry date**
- **Resell**



But our device is our **PROPERTY**

- DRM restricts our freedom
- Can we not own & control our own property?



Nielsen.com

But, we're innocent!



We've done it!
Perfect copy protection!
A CD that self-destructs
after one playing...



Digital Licenses

- Copy & paste, annotate, highlight
- Text to speech or hyperlink
- Format change
- Move material to another computer
- Print out
- Move geographically
- Use after expiry date
- Resell



- Owners have NO liability even if product doesn't work
 - Owners can “invade” your computer without permission
 - Collect & use personal data
 - User has a “privilege” to use the product not own it
-
- Prohibited to show your content to others
 - Must accept that you have NO rights



Open ETextbooks



- Copy & paste, annotate, highlight ✓
- Text to speech or hyperlink ✓
- Format change ✓
- Move material to other courses ✓
- Print out ✓
- Move geographic ✓
- No expiry date ✓
- Reuse/Reuse Mash ✓

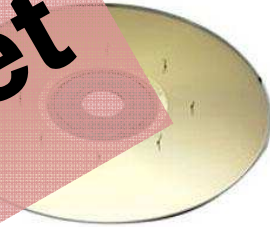
Essential for E-learning implementations

Privacy and digital rights ✓✓



Access Rights?

Vendors can control how, when, where, and with what specific brands of technological assistance audiences are able to access content



Commercial Learning Service or Rent-a-book



- student owns nothing, can share nothing, save nothing, sell nothing
- subscription ends – ALL ends
- publishers own student data, notes, highlights
- students can't transfer data



US Version
+20 000 movies

per month
\$ 7.99



+45 000 TV shows

\$ 7.99



+15 000 000 songs

\$ 9.99

TOTAL

\$25.97



ONE Biology text

\$20.25

-David Wiley

Attack on Personal Property

When you subscribe to content through a digital service, the publisher achieves complete and perfect control over you and your use of their content

-- David Wiley



Openness is the
skeleton key that
unlocks every
attempt at vendor
control and lock in

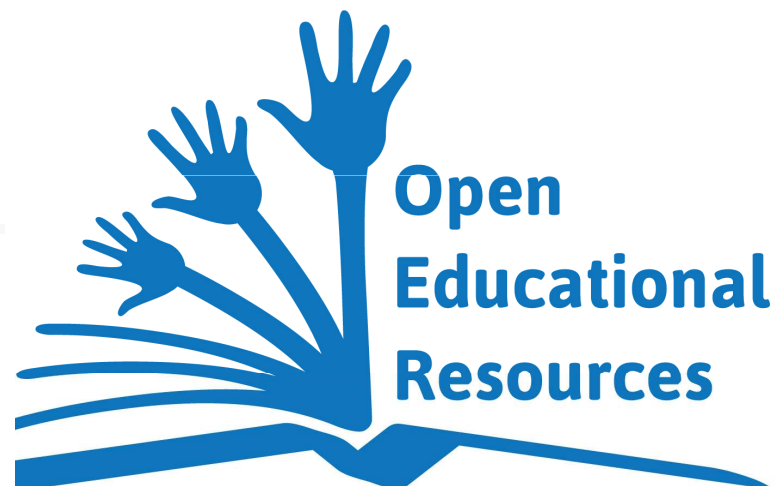


D. Wiley

7. Policy changes needed for OER



Policies for OER UPtake





Focus

- **Stimulating uptake of OER through policy**
- **Building on previous initiatives (eg. OPAL, Olnet)**
- **Through country reports and case studies**
- **Evaluate successful OER communities**



UNESCO Survey

- **few OER policies**
- **confusion over OER**
- **Not realizing the potential of OER**
- **Content accessible- not openly licensed**

(UNESCO, 2012, p. 25)

Policy Issues

- **Clarity on who owns copyright on works created by faculty**
- **Clarity on sharing**
- **Implications for development, performance management, remuneration, and promotion**
- **ICT policy guidelines on access & use of software, hardware, Internet and tech support,**
- **Version control and back-up**
- **Quality assurance**



8. Finding OER

TOP TEN leads for finding OER







MIT original



Cnx.org
Rice University



TABLE OF CONTENTS

- Preface
- ▼ 1. Introduction: The Nature of Science and Physics
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 - Physical Quantities and Units
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 - Approximation
- ▶ 2. Kinematics
- ▶ 3. Two-Dimensional Kinematics
- ▶ 4. Dynamics: Force and Newton's Laws of Motion
- ▶ 5. Further Applications of Newton's Laws: Friction, Drag, and Elasticity
- ▶ 6. Uniform Circular Motion and Gravitation
- ▶ 7. Work, Energy, and Energy Resources
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- ▶ 11. Fluid Statics
- ▶ 12. Fluid Dynamics and Its Biological and Medical Applications
- ▶ 13. Temperature, Kinetic Theory, and the Gas Laws



INSIDE COLLECTION (TEXTBOOK):

College Physics

Textbook by: [OpenStax College](#). [E-mail the author](#)

[Order printed collection](#)

[« Previous](#) | [Next »](#)

Module: Introduction to Science and the Realm of Physics, Physical Quantities, and Units

Module by: [OpenStax College](#). [E-mail the author](#)

1 INTRODUCTION: THE NATURE OF SCIENCE AND PHYSICS



Figure 1: Galaxies are as immense as atoms are small. Yet the same laws of physics describe both, and all the rest of nature—an indication of the underlying unity in the universe. The laws of physics are surprisingly few in number, implying an underlying simplicity to nature's apparent complexity. (credit: NASA, JPL-Caltech, P. Barmby, Harvard-Smithsonian Center for Astrophysics)



<http://www.saylor.org/courses/bus103/>

+60 full courses

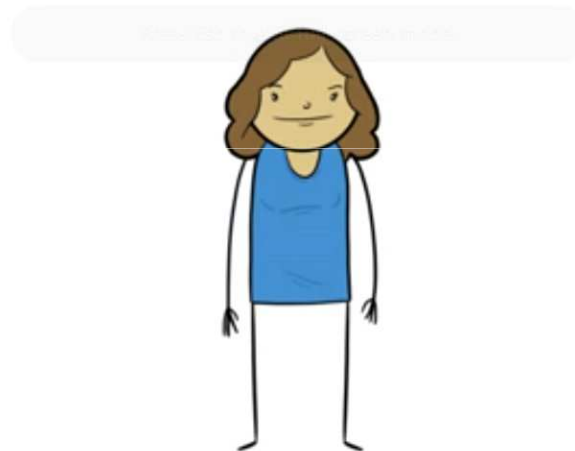


+90 HE courses - partner with California

<http://open.bccampus.ca/open-textbook-101/where-to-find-open-textbooks/>

Open Access Textbooks

Creating OER and Combining Licenses - Full



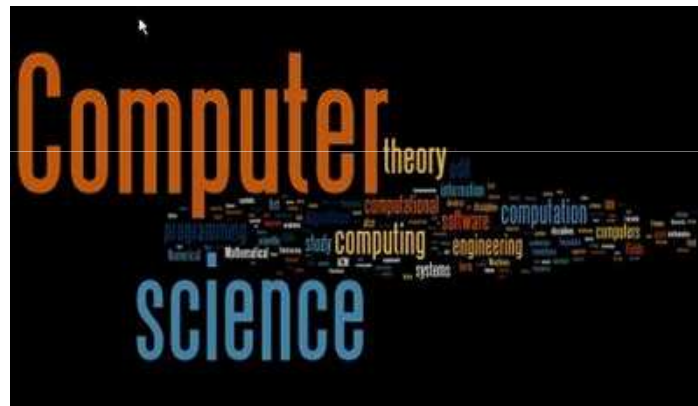
<http://www.openaccesstextbooks.org/>

Google custom search

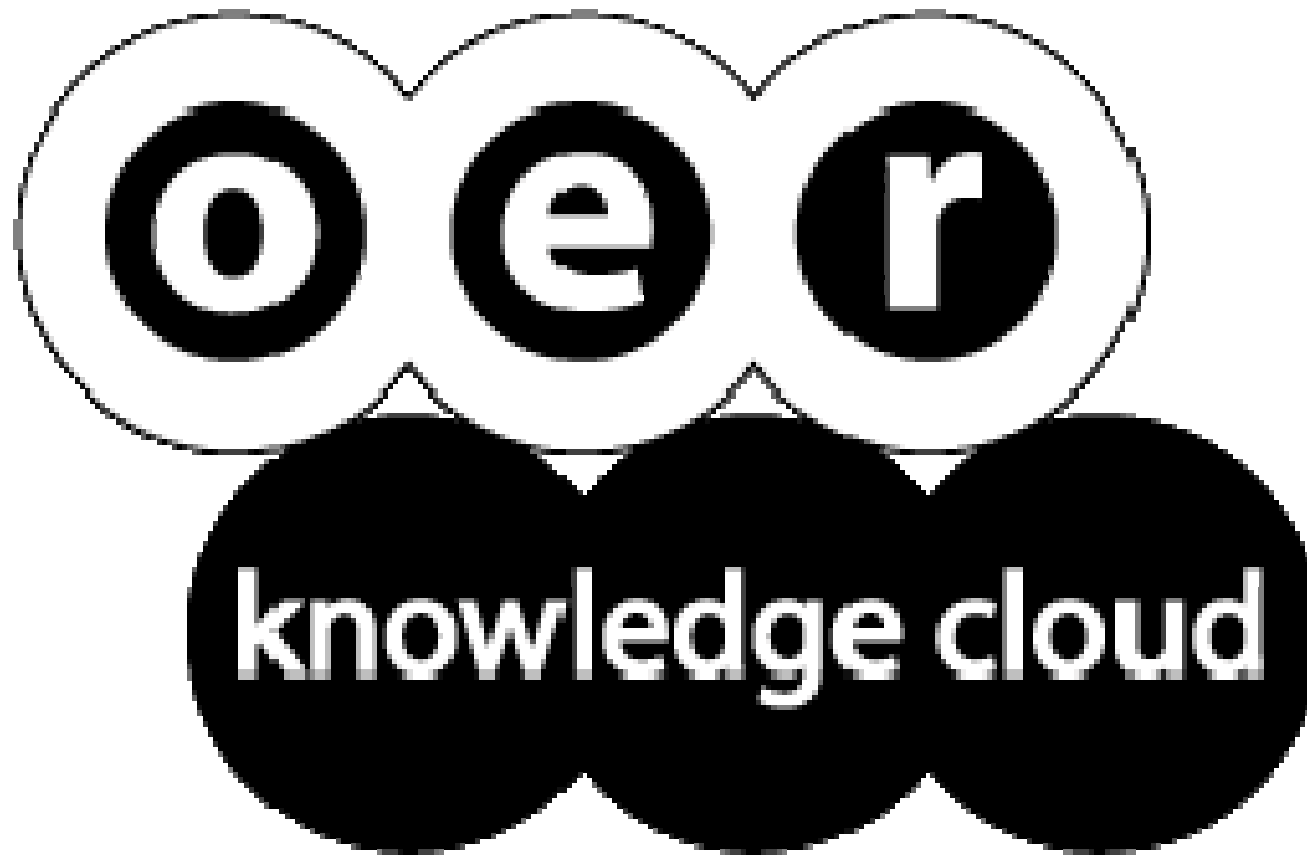
University Learning = OCW+OER = Free

<https://www.google.com/cse/home>

[cx=009190243792682903990:e40rcqv1bbo](https://www.google.com/cse/home)



http://iiscs.wssu.edu/drupal/csoer_collections



<https://oerknowledgecloud.com/>

Academic Earth

<http://academicearth.org>

Ariadne

<http://ariadne.cs.kuleuven.be/AriadneFinder>

Curriki

www.curriki.org

Federal Registry for Ed. Excellence

<http://free.ed.gov>

JISC UK

www.jiscdigitalmedia.ac.uk/guide/finding-video-audio-and-imagesonline/#

Jorum UK

<http://www.jorum.ac.uk>



MERLOT

www.merlot.org/merlot/index.htm

The National Repository of Open Educational Resources India

<http://nroer.in/home>

Siyavula South African repository K–12

<http://projects.siyavula.com/technology-powered-teaching>

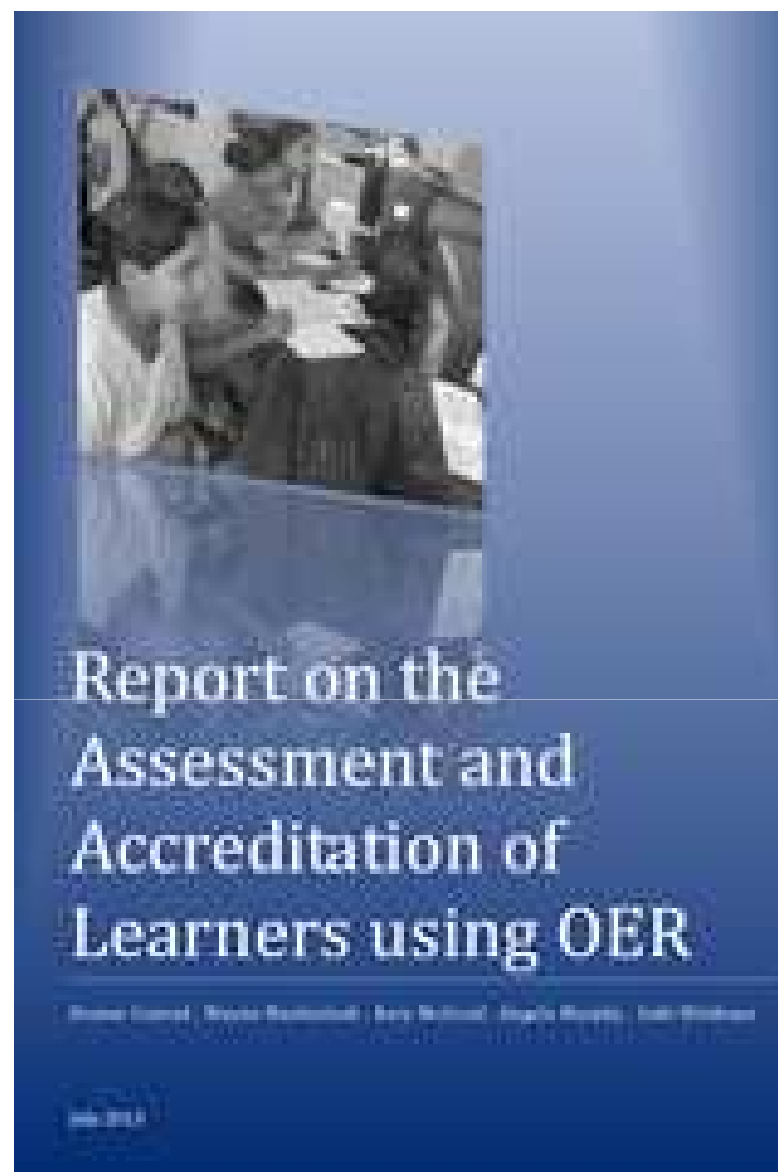
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Col.org



Are OER a key to economic growth?

UNESCO Declaration 2012

Governments should play a more active role in supporting OER

“OERs could do more to stimulate global economic demand and growth than all the world's tax holidays combined - then multiplied ten-fold”

Sir John Daniel and David Killion
Guardian Professional, Wednesday 4 July 2012



- **“Affordability in the future may be the first requirement not an afterthought.”** Whitesides (2011)

The race may not be to the swift, but to the cheap



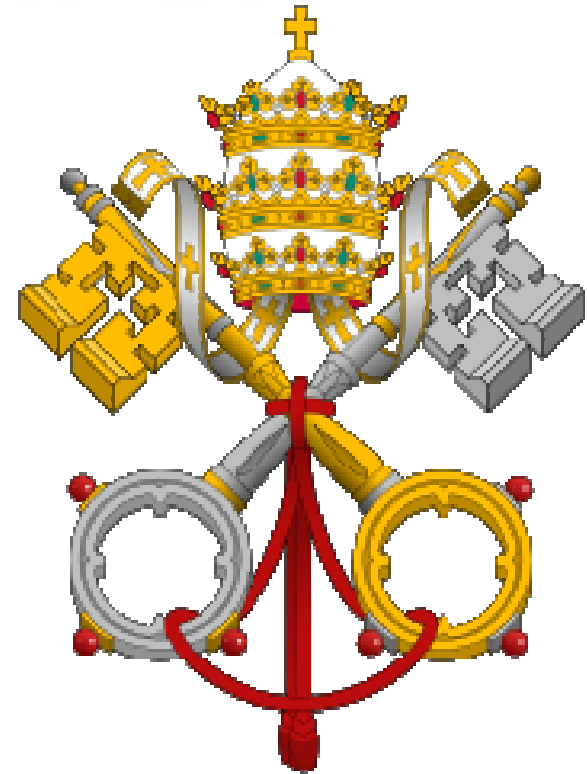
The restriction of the commons by patents, copyright, and databases is not in the interests of society and unduly hampers scientific endeavour.



PAPAL ENCYCLICAL

**“On the part of rich countries
there is excessive zeal for
protecting knowledge
through an unduly rigid
assertion of the right to
intellectual property . . .”**

- Pope Benedict XVI



PAPAL ENCYCLICAL

“On the part of rich countries there is excessive zeal for protecting knowledge through an unduly rigid and almost right to intellectual property.”

- Pope Benedict XVI

God is on our side



So, let's wake up and smell the coffee



eMundus EuroProject





THANK YOU

rory@athabascau.ca

<http://www.col.org/resources/publications/Pages/detail.aspx?PID=446>